DOCUMENT RESUME

ED 250 479 CE 039 939

AUTHOR	Wright, Calvin E.; And Others
TITLE	A Model to Facilitate the Utilization of Exemplary Vocational Education Programs and Materials for Special Needs Populations.
INSTITUTION	Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	84
CONTRACT	3-3-752-13
NOTE	59p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Vocational Education; *Demonstration Programs; *Disabilities; *Disadvantaged; Displaced Homemakers; Information Dissemination; Limited English Speaking; Material Development; *Models; Nontraditional Occupations; Postsecondary Education; *Resource Materials; Two Year Colleges; *Vocational Education
IDENTIFIERS	*Special Needs Students

ABSTRACT

A Vocational Education Act special project was funded to develop and implement a model to facilitate the use of exemplary vocational education programs and materials for special needs populations. The special needs populations of concern were disadvantaged, limited English proficient, handicapped, and displaced homemakers and students in nontraditional occupations. The model developed included eight major components or activities: identify exemplary resource materials, prepare a directory of exemplary resource materials to be packaged, prepare Vocational Education Resource Packages (VERPs) which contain the information and materials necessary to adopt or use a specific exemplary resource material, carry out dissemination activities, hold regional training workshops, provide support and followup services, and refine the model and its processes. Project accomplishments during 1983-1984 were: implementation of an effective project management process, model development, model implementation, and establishment of maintenance guidelines designed to help ensure project continuity. (Appendixes include resource materials information sheet, VERP tables of contents, and a list of exemplary resource materials.) (YLB)

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A MODEL TO FACILITATE THE UTILIZATION OF EXEMPLARY VOCATIONAL EDUCATION PROGRAMS AND MATERIALS FOR SPECIAL NEEDS POPULATIONS

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CE 039939

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This report is made pursuant to contract number 3-3-752-13. This project was supported by Vocational Education Act funds (Subpart 3), P.L. 94-482, administered by the Chancellor's Office, California Community Colleges. The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S Department of Education should be inferred.

PREFACE

In April 1983 the Chancellor's Office funded a Vocational Education Act special project for the development and implementation of a model to facilitate the utilization of exemplary vocational education programs and materials for special needs populations. The special needs populations of concern were disadvantaged, limited English proficient, handicapped, and displaced homemakers and students in non-traditional occupations. This report contains a description of the model developed through this special project and a summary of other project accomplishments during 1983-84.

The model provides for identifying existing exemplary vocational education programs and materials and for facilitating their utilization through packaging, dissemination, and technical assistance. The search for exemplary programs and materials included soliciting nominations from over 600 community college staff. Nominations were also requested at various meetings of community college personnel. The exemplary programs and materials that were identified were reported in a directory which has been widely disseminated. The packaging effort resulted in the development of 12 Vocational Education Resource Packages (VERPs), and four regional workshops were held to facilitate the utilization of VERPs.

Community College personnel should know that technical assistance from the project is available to community colleges that use a VERP or implement a program based on a VERP. They can also take advantage of the services provided through the Peer Consulting and PROP (Planning for Renewal in Occupational Programs) projects operated at Monterey Peninsula College to learn more about the existing exemplary programs by visiting the sites or inviting consultants to their own campus. In addition, they are encouraged to apply for special projects funds for the adoption of existing exemplary programs and materials.

This dissemination effort represents our approach to maximizing the effect of available vocational education resources while minimizing costs. It is our hope that using this approach California community colleges will be able to benefit from funds previously expended and effectively improve their programs and services for the special needs populations even in the face of limited resources.

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PART I: INTRODUCTION

The Vocational Education Act (VEA) of 1963, as revised by the Education Amendments of 1976 (Public Law 94-482), has provided federal funds for the support of vocational education programs and services within the states. Since 1977, the state of California has received over $50 million each year in federal vocational funds.

The VEA mandates that portions of the funds authorized under Subpart 2 (the basic grant for instruction) and Subpart 3 (program improvement and supportive services) be used for national priority programs, that is, to help handicapped, disadvantaged, and limited English-speaking persons to succeed in vocational education programs. For instance, it specifies that at least 10% of each state's allotment must be used to pay for up to 50% of the excess costs of providing vocational education for handicapped students, and that 20% be used to pay up to 50% of the excess costs of providing vocational education for disadvantaged students and for persons with limited English proficiency. Concerns about these special needs populations and about sex equity are reflected throughout the Act.

The use of VEA funds, especially Subpart 3 funds, has resulted in the development of a number of special programs, curriculum models, and other resource materials which have shown their effectiveness or potential usefulness in meeting the needs of special needs students. In order to maximize the use of available resources while minimizing costs, it was determined that efforts should be made to disseminate these resource materials to community college personnel and to encourage their adoption.

Evidence supporting the importance of such an effort is contained in a report on the impact of vocational education special projects in California Community Colleges (Auvil, 1982c). Auvil noted that mailing project reports to individuals on college campuses rarely promoted the use of project outcomes. In addition, she noted that more innovative approaches to dissemination might enable busy educators to shop more efficiently for interesting projects. She recommended the publication of a catalog to inform managers and community college educators about model programs, products, and services. She also recommended that funds be made available for the adoption/adaption of successful models and products, including staff training, consultation with developers, and resources for making adaptions. Similar recommendations have been made in the past. For

example, in 1978 Educational Evaluation and Research, Inc., staff recommended to the State Department of Education and the Chancellor's Office that steps be taken at the state level to further disseminate selected project outcomes and information about research and exemplary projects (Wright & Kim, 1978).

In the past, there have been some state level efforts to disseminate resource materials developed with VEA funds or information about materials and programs. For instance, summaries of VEA special projects were prepared and disseminated (Auvil, 1982a; California State Department of Education, 1978, 1979, 1982). Also, the Vocational and Occupational Information Center for Educators (VOICE) has been providing dissemination services. However, these dissemination efforts are essentially limited to information give-out, such as sending out an abstract or reprint.

In order to maximize the utilization and effect of available vocational education resources for special needs populations, there existed a need to develop and implement a comprehensive dissemination model which involves collecting information and resource materials, selecting exemplary programs and materials, packaging them for adoption, and facilitating adoption through training, technical assistance, and follow-up services. As a result, California Community Colleges should be able to benefit from funds previously expended and effectively improve their programs and services for the special populations even in the face of limited resources.

In April 1983 the Chancellor's Office of the California Community Colleges funded a VEA special project for the development and implementation of such a model. The project is being conducted by Educational Evaluation and Research, Inc., and ARC Associates, Inc. "Resource materials" include model programs, practices, curriculum materials, guides, and other products or information. The four special populations of concern are: disadvantaged; limited English proficient; handicapped; and displaced homemakers and related populations, including women requiring special support services, persons in nontraditional programs, and reentry persons.

As seen in Figure 1, there are eight major components to the model to facilitate the utilization of exemplary vocational education programs and materials for special needs populations. They are: identify exemplary resource materials, prepare a directory of exemplary resource materials, identify exemplary resource materials to be packaged, prepare Vocational Education

Resource Packages, carry out dissemination activities, hold regional training workshoos, provide support and follow-up services, and refine the model and its processes. Each of these components of the model is addressed in Part II below. Project accomplishments during 1983-84 are presented in Part III. Appendices appear in Part IV.

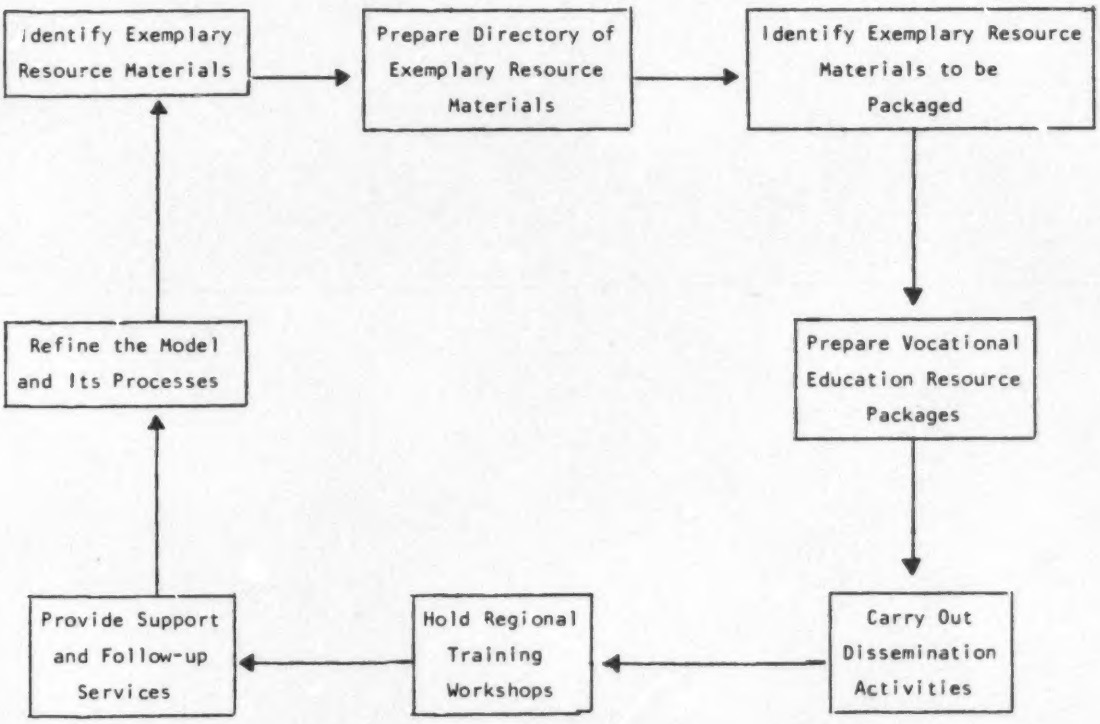
Identify Exemplary Resource Materials
Prepare Directory of Exemplary Resource Materials
Identify Exemplary Resource Materials to be Packaged
Prepare Vocational Education Resource Packages
Carry Out Dissemination Activities
Hold Regional Training Workshops
Provide Support and Follow-up Services
Refine the Model and Its Processes

Figure 1: A model to facilitate the utilization of exemplary vocational education programs and materials for special needs populations.

PART II: THE MODEL TO FACILITATE UTILIZATION

As previously mentioned, there are eight components to the model to facilitate the utilization of exemplary vocational education programs and materials for special needs populations. Each of these components is discussed below.

Identify Exemplary Resource Materials

There are three major steps necessary to identify exemplary resource materials. They are to: develop criteria for identifying exemplary resource materials, identify a pool of potentially exemplary resource materials, and select exemplary resource materials. The model to facilitate utilization relies extensively on the use of an advisory committee. Hence, such a committee should be established before other activities are undertaken. Advisory committee members should be selected by the Chancellor's Office of the California Community Colleges in consulation with project staff. The advisory committee will need to meet at least six times a year.

Develop Criteria for Identifying Exemplary Resource Materials

Project staff should develop, for consideration by the advisory committee, criteria for identifying exemplary resource materials. These criteria should consider the various types of resource materials, which can be classified in general categories such as model programs, model practices, resource guides, curriculum materials, audiovisual materials, and reference materials.

The following criteria for identifying exemplary resource materials are recommended. "Exemplary" is defined as deserving imitation and serving as an ideal model or example.

1. The resource material must have been developed, at least in part, with Vocational Education Act (VEA) funds. (This criterion can be modified, as appropriate, to specify the funding source of concern if not VEA funds.)
2. The material must be targeted to one or more of the four special needs populations: disadvantaged, limited English proficient, handicapped, or displaced homemakers and related populations (i.e., women requiring special support services, persons in nontraditional programs, and reentry persons).
3. There must be adequate documentation available describing a model program, model practice, curriculum material, or audiovisual material.

A description of a resource guide or reference material need not be available if the purpose and use are obvious.

4. A model program, model practice, or curriculum material must have been successfully implemented in at least one California community college. A resource guide, audiovisual material, or reference material must have been used at at least one California community college. Materials that have been developed but not implemented or used do not meet this criterion.
5. The material must be transportable to another location where it can be implemented or used. This implies that the available documentation is adequate to permit replication or use elsewhere. For a program, practice, and curriculum material, the processes and activities must be adequately documented and well-defined. Reference material must not be limited to use at a specific college.
6. There must be some convincing documented evidence available about the effectiveness, usefulness, or impact of the resource material.
   a. For model programs and practices, acceptable evidence should include one or more of the following:
      (1) The program or practice met its stated objectives.
      (2) The program or practice produced desirable effects, such as a large number of students served, student success, high placement rate, improved retention rate, etc.
      (3) A third-party evaluator reported that the program or practice was effective based upon reported data.
      (4) The program or practice continued at the original site without special project funding.
      (5) The program or practice was adopted at a number of locations other than the original site.
   b. For resource guides, acceptable evidence should include one or more of the following:
      (1) The guide produced intended effects, such as increased enrollments.
      (2) Knowledgeable experts have reported that the guide is effective, useful, or has had impact.
      (3) A large number of recipients said the guide was useful or widely used.
      (4) The guide was highly rated by workshop participants.

(5) The guide was used at a number of colleges.

(6) Numerous copies of the guide were requested or sold.

c. For curriculum material, acceptable evidence should include one or more of the following:

(1) The material produced desirable effects, such as improved student growth or a reduced dropout rate.

(2) A third-party evaluator reported that the material was effective based upon reported data.

(3) A panel of experts said that the material is good or useful.

(4) The material is better than previous material.

(5) The material was used at other colleges.

(6) The material was used with a number of students over several years.

(7) Many requests were received for copies of the materials.

d. For audiovisual material, acceptable evidence should include one or more of the following:

(1) The material produced intended effects, such as increased enrollments.

(2) Knowledgeable experts have reported that the material is effective, useful, or has had impact.

(3) The material was used at a number of colleges.

e. For reference material, acceptable evidence should include one or more of the following:

(1) Knowledgeable experts have reported that the material is effective, useful, or has had impact.

(2) The material was highly rated by workshop participants.

(3) The material was used at a number of colleges.

(4) Numerous copies of the material were requested or sold.

After the criteria for identifying exemplary resource materials have been developed by project staff, they should be discussed with and reviewed in detail by the project advisory committee. The committee should be asked to agree upon and approve the criteria.

Identify Pool of Potentially Exemplary Resource Materials

Several activities should be undertaken to identify a pool of potentially exemplary resource materials. For example, project staff should obtain and

review various documents to identify resource materials that might meet the criteria of exemplariness. These documents should include summaries and directories of VEA projects and related reports. Particular attention should be paid to reports produced for projects whose purpose was to identify model or exemplary programs or materials. Project staff can also visit appropriate resource centers and depositories that may house materials that meet the criteria.

A letter should be sent to community college staff announcing the project and stating that a search for exemplary resource materials is being made. The major criteria (e.g., developed with VEA funds, applicable to a special population, implemented in at least one California Community College) should be mentioned, and a request made to send information about materials that may meet these criteria. It is recommended that this letter be sent to: members of the Advisory Committee on Bilingual/Crosscultural Education; College Specialists, Handicapped Student Programs and Services (HSPS); Deans of Occupational Education; Deans of Student Services; Directors of Extended Opportunity Programs and Services (EOPS); and Sex Equity Coordinators. Letters or notices to be posted on bulletin boards can also be sent to community college district-level staff, occupational education division chairpersons, and instructors or others on a mailing list of participants at previous project workshops. Nominations of potentially exemplary materials should also be solicited from Chancellor's Office staff, members of the project advisory committee, and various community college statewide committees. In addition, nominations can be solicited during presentations about the project made to professional associations or various groups of community college staff (such as administrators of occupational education), or an announcement about the search can be made at meetings of these groups. Other ways of identifying potentially exemplary materials should be solicited from the project advisory committee.

For each potentially exemplary material identified by project staff or nominated by community college staff, a Resource Materials Information Sheet should be filled out. The sheet used in 1983-84 is given in Appendix A. The use of such a form will facilitate later operations. Summaries of programs or materials, if available, should be fastened to the sheet.

Select Exemplary Resource Materials

The Resource Materials Information Sheets should be reviewed for completeness, and as necessary additional information should be sought from the source

shown on the form. The funding source is often not obvious, or evidence of effectiveness, usefulness, or impact is not initially available.

Project staff should then review each completed Resource Materials Information Sheet and apply the criteria for exemplary materials to determine if the material appears to meet or not meet the criteria. If project staff believe that selected materials should be reviewed by an individual with more expertise in a particular area, consultants should be used. To assure consistency, the consultant should not be asked to apply the criteria, but to provide information that project staff can use to apply them. For example, the consultant can be asked: (a) Is the use of the material either sufficiently obvious or adequately explained? (b) Is there enough information available so that the material can be adequately used by others? (c) Is the content of high or exemplary quality? and (d) Would you use this material or recommend it to others for use? At least two members of the project staff should agree that a given resource material meets or does not meet the criteria. Borderline cases should be referred to the advisory committee.

The programs and materials that meet the criteria in the judgment of project staff should then be individually reviewed by the advisory committee. So should borderline cases referred by the staff. The committee may also, at its option, review materials not selected as exemplary and question project staff as to the reasons for the judgment. The final selection of exemplary resource materials should be made by the advisory committee, which should agree that the selected materials appear to meet the criteria for exemplariness.

Prepare Directory of Exemplary Resource Material

One-page descriptions should be prepared for each program or material identified as exemplary by the advisory committee. They should be prepared by project staff from the Resource Materials Information Sheets and the materials themselves.

A sample page from the 1984 directory (Wright, Kim, Auvil, & Wing, 1984) is shown in Appendix B. For each page, the title of the exemplary program or material should be shown at the top of the page. Then the type of resource material and target population or populations are shown. The categories for type of material are model program, model practice, resource guide, curriculum material, audiovisual material, and reference material. The name of the organization where the program or material was developed should then be shown. In

addition, each page should give: a description of the program or material; the specific products of concern and information as to their availability; evidence of effectiveness, usefulness, or impact; and the name, address, and telephone number of a source that can be contacted for additional information. If the program or material is the result of VEA special project funding, the project number should appear as a footnote to the title.

Depending upon the recommendation of the project advisory committee, the one-page descriptions should be used to either update the 1984 directory by adding to it, or to prepare a separate document with just the newly identified exemplary programs and materials. In the directory the pages should be organized by special population target group: disadvantaged, limited English proficient, handicapped, and displaced homemakers and related populations. Programs or materials targeted for more than one of the special populations should be grouped under what is considered to be the primary target group. Within the four target groups the pages should be arranged by type of resource material (model program, model practice, etc.). An introduction should contain information on how the directory was developed, how it is organized, and how to use it and obtain additional information. An appendix should be included about how to obtain products from VOICE and the state Department of Education Bureau of Publications. A table of contents and both agency and subject indices should be provided.

The draft of the directory should then be reviewed by the advisory committee, and revised as necessary after that review. A letter should then be sent to those individuals listed as information sources along with a copy of the page on which he or she is listed. The letter should state that the program or material described on the enclosed page was judged to be exemplary and is to be included in a directory. The source should be asked to review the page for accuracy and make any necessary changes. The directory should be revised on the basis of the responses received, and then prepared for printing.

Identify Exemplary Resource Materials to be Packaged

Three major steps need to be completed to identify exemplary resource materials to be packaged. The first is to develop criteria for identifying a pool of candidate materials to be packaged. The second is to identify the pool of candidate materials. The third is to identify the specific materials to be packaged.

Develop Criteria for Identifying a Pool of Candidate Materials

Project staff should develop, for advisory committee consideration, criteria for identifying a pool of candidate materials to be packaged. The following criteria are recommended:

1. The resource material must have been previously identified as exemplary using the criteria approved by the committee, and the committee must have agreed with the identification.
2. The documentation available about the material must be adequate to facilitate its replication, use, or implementation elsewhere. (The nature and purpose of the material will determine whether replication, use, or implementation adequacy is considered in applying this criterion.) The material should require no substantive changes and should be ready for packaging except for possible editorial changes.
3. The resource material must not be copyrighted nor contain copyrighted materials unless permission to reproduce them has been obtained from the original source.
4. The material must be available to allow its use by others.
5. The replication, use, or implementation of the material at another location must be relatively easy.
6. The cost of replication, use, or implementation of the material must not be prohibitive.

After project staff have developed the criteria for identifying a pool of candidate materials for packaging, they should be reviewed by and discussed with the project advisory committee. The committee should be asked to agree upon and approve the criteria.

Identify Pool of Candidate Materials to be Packaged

Project staff should apply the approved criteria to identify a pool of candidate materials to be packaged. To facilitate the identification a Worksheet for Identifying Pool of Candidate Materials for Packaging should be filled out for each program or material identified as exemplary. The worksheet used in 1984 is shown in Appendix C. As necessary, additional information should be collected about each exemplary resource material. At least two members of the project staff should agree that a given resource material meets or does not meet the packaging criteria. Those found to meet the criteria should be added to the pool of candidate materials to be packaged that was identified during the previous application of the model to facilitate utilization.

Identify Specific Materials to be Packaged

There will, no doubt, be more materials in the pool of candidate materials to be packaged than there will be resources for packaging. Project staff should, therefore, review the materials in the pool and recommend to the advisory committee which specific materials should be packaged. A suitable number of alternates should also be recommended.

In determining which specific materials to recommend to the advisory committee, to the extent possible project staff should attempt to identify the same number of materials for each of the four target populations (disadvantaged, limited English proficient, etc.). It may also be desirable to try to include a variety of types of resource materials and not, for example, all model programs or resource guides. Audiovisual materials should be considered cautiously since the cost of packaging and reproduction may exceed the resources available for packaging.

The specific topics to be covered by the materials to be packaged cannot be determined ahead of time since they will depend upon the content of the specific materials identified as exemplary. However, in deciding between two similar materials the one stressing certain topics can be selected. The priority of desirable topics should be determined by the advisory committee.

The advisory committee should review the specific materials recommended by the staff for packaging or as alternates. The committee should make the final selection of the materials to be packaged. One or more alternates should also be selected in case a substitution is required later.

The information sources for the materials selected for packaging should then be contacted by telephone to notify them of the selection. Each should be asked the following questions, the answers to which should be recorded on the Worksheet for Identifying Pool of Candidate Materials for Packaging: (a) does he or she know of any reason why the material should not be packaged for dissemination? (b) does he or she know of colleges other than the developmental site where the material has been replicated, used, or implemented? (c) is he or she willing to serve as a resource for others who decide to replicate, use, or implement the material, and if so, what is he or she willing to do? The source should also be asked: to send two or three more copies of the material; the number of copies of the material that are available and at what cost; and to send a copy of any more recent related documents that may have been prepared. If the answers to any of the questions asked the information source indicate

that the material should not be packaged, then one of the alternates identified by the advisory committee should be substituted for it.

Prepare Vocational Education Resource Packages

A Vocational Education Resource Package (VERP) should be prepared for each exemplary resource material identified for packaging by the advisory committee. The preparation of the VERPs should involve three major steps: develop drafts, obtain advisory committee approval of the drafts, and produce the finished packages. Each of these steps is described below.

Develop Drafts of VERPs

Each VERP should contain the information and materials necessary to adopt or use a specific model program, model practice, resource guide, curriculum material, audiovisual material, or reference material. Tables of contents for model programs, resource guides, and curriculum materials are shown in Appendix D.

Each VERP should contain four parts. Part I should present a general overview about how the VERPs came about and how they were developed, and a list of the VERPs currently available. Part II of each VERP should contain an overview of the program or material, including: purpose; historical background; a description of the program or material; and evidence of effectiveness, usefulness, or impact. Part III should contain information to facilitate adoption or use of the program or material. Information presented there should include resources needed for successful adoption or use, suggestions to facilitate adoption or use, sources of materials and technical assistance, and possible sources of funds for adoption or use. Parts I through III should be prepared by staff. Part IV of each VERP should contain the exemplary resource material as authored by the original developer and edited by project staff, if necessary. For example, it may be necessary to add a table of contents to Part IV, or to change page numbers.

To assure consistency in the drafting and editing of the VERPs, a guide should be prepared for project staff use that elaborates on the specific topics or kinds of information that should be included in each section of Parts I through III. A book detailing stylistic guidelines should also be selected. This reference aids in insuring the clarity and consistency of the writing. Stylistic guidelines for project-specific terminology should also be developed by project staff.

Project staff should then investigate the specifics of each exemplary resource material. This should include thoroughly reviewing the documentation

used in the selection process and identifying, obtaining, and examining other documents for supplementary information. In addition, telephone calls and visits to the developer should be made to verify the accuracy of the documentation, collect missing information or data, and solicit suggestions as to the use or adoption of the exemplary resource material by others.

The VERP should be drafted once the needed information has been gathered and analyzed. Each draft should be reviewed by another member of the project staff, and revisions made as necessary. For consistency, the final editing of all VERPs should be done by one person.

VERP covers should then be designed and plans made concerning typesetting, printing, and binding specifications. These plans should be based on considerations of dissemination objectives, budget parameters, cost estimates, and project timelines. Editorial work on and cosmetic upgrading of the exemplary resource materials in Part IV of each VERP should also be undertaken at this time.

Obtain Advisory Committee Approval of Drafts

The drafts of the VERPs should be presented for the review and approval of the advisory committee. In addition to soliciting recommendations on the content and organization of the VERPs, the project staff should seek the advice of the committee members on graphic design issues.

Produce Finished Packages

The draft of Parts I through III of each VERP should be sent to the developer of the exemplary material in Part IV for review and comment. Copies of exemplary resource materials which have been substantially edited by project staff should also be sent. The project staff should then contact the developers by telephone to discuss their comments.

Once the developer reviews are completed, the final revision of the drafts should be made. The recommendations of the advisory committee and the developers should be studied and incorporated into these drafts. Editing should be carefully done.

Project staff should then have appropriate parts of the final drafts typeset, proofread the galleys, check corrections, attend to the layout and paste-up, and complete any necessary cosmetic work on the exemplary resource materials. The camera-ready copies of the VERPs should then be sent to the printer along with

final printing and binding specifications. The project staff should check periodically with the printer for quality control purposes.

Carry Out Dissemination Activities

Project staff should prepare a list of suggested dissemination activities for review by the advisory committee. The following activities are recommended:

1. Send out notices to all California community colleges about the project and its objectives.
2. Disseminate copies of the directory to the Chancellor's Office and the advisory committee.
3. Disseminate the directory to administrators of occupational education and deans of student services at each community college.
4. Disseminate the directory to the information sources shown in the directory.
5. Send three copies of the directory to ERIC and VOICE.
6. Disseminate the directory at regional training workshops (discussed in the following section of this document).
7. Disseminate the directory to others when requested.
8. Disseminate copies of the VERPs to the Chancellor's Office and the advisory committee.
9. Send a copy of each VERP to the information source listed in the VERP.
10. Send four copies of each VERP to VOICE.
11. Disseminate the VERPs at regional training workshops.
12. Send out a notice about the availability of the VERPs and disseminate them when requested.
13. Give presentations about the project and its products at scheduled conferences and as called upon by the Chancellor's Office.
14. Disseminate copies of any end-of-year project report to the Chancellor's Office, advisory committee, administrators of occupational education and deans of student services at each community college, ERIC, VOICE, and others who request it.

The list of suggested dissemination activities prepared by project staff should then be discussed with and reviewed by the advisory committee. The approved activities should then be undertaken.

Hold Regional Training Workshops

Regional training workshops should be held to provide information and assistance that will facilitate the adoption or use of the exemplary resource

materials presented in the VERPs. Three major steps should be completed: prepare for and announce workshops, conduct workshops, and report to the advisory committee on the workshops.

Prepare for and Announce Workshops

The project staff should consider the content of the VERPs and the interests of the intended workshop participants in making decisions about the length of each workshop, the number and types of sessions to offer, the topics to be covered in each session, and the scheduling of the sessions. The recommended workshop format is as follows. Each workshop should be one day long. At an opening general session, an overview of the objectives and products of the project should be given. Subsequently, the workshop participants should have the option to attend either a session on the VERPs for disadvantaged students, or a session on the VERPs for students with disabilities. After a lunch break, the workshop participants should again have a choice of attending either a session on the VERPs for displaced homemakers and related populations, or a session on the VERPs for students with limited English proficiency (LEP). Since many community colleges categorize LEP students as disadvantaged, the two corresponding sessions should not be offered concurrently.

Project staff should determine the presentations to be given in each session and the content of the presentations. Each VERP should be the subject of a presentation. In general, the information presented should be drawn from the VERP. However, added emphasis should be given to information that facilitates use or adoption, and to the implementation of programs based on the VERP. Appropriate strategies for introducing institutional change using the VERP should also be included in the presentation. Outlines for the presentations should be developed by project staff. Included in the outlines should be suggestions for the use of handouts and audiovisual aids.

Depending on the VERP, the presentation may be enriched if the developer joins the project staff as a presenter. It is also worthwhile to request a representative of the Chancellor's Office and/or the project advisory committee to join the staff in introducing the project at the opening general session. These individuals should be identified and their cooperation secured. The project staff should utilize the outlines described above during planning meeting with these presenters.

Workshop dates, locations, and facilities should be selected in order to promote maximum attendance. Dates should be chosen to avoid conflict with vacation recesses, exam weeks, and similar community college events. Because the exemplary resource materials are of statewide interest, it is necessary to conduct the workshops in both northern and southern California cities. Arranging for the use of a facility at a community college where an exemplary model program is ongoing is worthwhile. The developers of model programs are typically pleased and willing to act as workshop hosts. However, commercially available meeting rooms are also suitable as workshop facilities. Arrangements for facilities should be made far in advance of the first scheduled workshop.

Project staff should prepare and mail publicity flyers four weeks before a preregistration deadline. The deadline should be at least ten days before the first scheduled workshop. The flyer should describe the purpose of the workshops, community college personnel who will benefit from attendance, incentives for attendance, the workshop format and schedule, the VERPs which will be presented, and the general content of the presentations. It should include a pregistration form and deadline. The workshop flyer used in 1984 is shown in Appendix E. As incentives for attendance, reimbursement of mileage or air fare to attend the closest workshop and the guarantee of free copies of the VERPs should be offered to preregistrants. The incentives should be allocated on a first come, first served basis as shown by the postmark date of the returned preregistration form.

The Chancellor's Office can generate pressure sensitive address labels for a variety of community college personnel. It is beneficial to obtain appropriate sets of these labels for the mailing of the flyer. The flyer should be sent to specific individuals identified as: members of the Advisory Committee on Bilingual/Crosscultural Education, HSPS College Specialists, Deans of Occupational Education, Deans of Student Services, Directors of EOPS, and Sex Equity Coordinators. Flyers should also be sent to each community college addressed to "Language Arts/ESL Coordinator," "Counselor," "Program Development Coordinator," "Career Center," "Learning Resource Center," and "Vocational Education Instructors." In addition, they should be sent to those who attended project workshops the previous year, and the occupational education division chairpersons with a request that they be posted where instructors can see them. Particular attention to the dissemination of the flyer to vocational education instructors is needed.

To confirm the receipt of preregistration forms, project staff should send the following information: a response to the request for travel reimbursement; if the response is affirmative, the procedures for submitting appropriate documentation; directions to the workshop facility; and the workshop schedule and agenda. Confirmation letters should be mailed in a timely manner in order to provide instructors with enough advance notice to arrange for substitutes.

Project staff will also need to prepare sign-in sheets, on-site registration materials, name tags, handouts, audiovisual materials, and workshop evaluation forms. The workshop participant evaluation form used in 1984 is shown in Appendix F. Project staff should also prepare the VERPs for distribution at the workshops. The information on the returned preregistration forms can be used to estimate the numbers of copies of different materials needed.

Conduct Workshops

Project staff should handle workshop logistics and conduct the workshops. Workshop logistics include checking with the personnel of the various workshop facilities to insure proper set-up, transporting the workshop materials to the various locations, and organizing a display of the VERPs. They also include handling sign-ins and on-site registration, distributing materials, collecting travel reimbursement and evaluation forms, and attending to any unanticipated problems. The workshops should be conducted following the plans made previously. The availability of technical assistance should be stressed at the workshops.

Report to the Advisory Committee on the Workshops

Project staff should report on the workshops to the advisory committee. Information reported should include, but not be limited to, workshop participant evaluation form results for each workshop session, the number of people who attended each workshop, the number who attended each session, and the community colleges represented. The project staff's informal impressions of the workshops should also be presented. The advisory committee should analyze the information to identify areas for improvement, the degree of interest in a particular set of exemplary resource materials, and the overall effectiveness of the workshops.

Provide Support and Follow-up Services

The seventh component of the model to facilitate the utilization of exemplary resource materials involves providing technical assistance and obtaining follow-up information. Suggested activities for this component are discussed

below. Other activities should be solicited from the project advisory committee.

Provide Technical Assistance

Information and referral services should be provided for the VERPs and the exemplary resource materials listed in the directory. These should be the kinds of support services usually expected of a resource center. They should be provided to whoever requests them, not just to California community college staff.

Technical assistance of a more detailed type should be provided to community colleges implementing VERPs. The role of project staff should be to help California community college staff who are trying to: (a) use all or parts of a resource guide presented in a VERP or implement a program based on it; (b) adopt all or parts of curriculum materials presented in a VERP or implement a program based on them; or (c) implement all or parts of a model program or practice presented in a VERP.

The specific services to be provided will depend upon the needs of the college requesting them. The services should be limited to providing technical assistance since the actual use, adoption, or implementation of a VERP should be the responsibility of the adopting college. The services provided should lead to or facilitate the adoption or use of all or pieces of a VERP. The first step should probably be providing consultation. Consultations and training should be stressed with the use of samples and how-to materials whenever possible.

As appropriate, consultants should be used and referrals made to knowledgeable sources. These sources may include others who have or are in the process of using or implementing materials presented in a VERP. In cooperation with the peer consulting and PROP (Planning for Renewal in Occupational Programs) projects at Monterey Peninsula College, the services may include providing consultants from model programs to visit and advise staff at other colleges, and reimbursing college staff for travel expenses for visits to other campuses.

Project staff should develop and use a personal services agreement with each community college requesting technical assistance. The agreement should specify what is requested, the specific activities project staff will engage in and the expected outcome, and the responsibilities of the requesting college. For internal use project staff should also estimate the costs of providing the assistance.

Various methods should be used to notify community colleges about the

availability of technical assistance related to the VERPs. College staff who attended the training workshops will have been informed, and each VERP will have a section about the availability of assistance. In addition, letters should be sent to workshop participants two or three months after the workshops reminding them of the availability of technical assistance. A form to facilitate requesting assistance should be enclosed with each letter. Similar letters, possibly without the form, should be sent to the information source given in each VERP to indicate the technical assistance role of project staff and the type of services that can be provided. The information source should be encouraged to refer requests to project staff if such requests appear to be appropriate to the project staff role. It may be mentioned that, depending upon the need of the requester, the information source may be asked to serve as a paid consultant as part of the technical services provided. The availability of technical assistance should also be mentioned in the notice about the availability of the VERPs sent to the colleges as part of dissemination activities previously discussed.

Obtain Follow-up Information

Follow-up information should be obtained from workshop participants and from those using or implementing VERPs. This information should be used to improve the VERPs, the workshops, the provision of technical assistance, and other processes. The information should include feedback on the kinds of implementation problems that community college staff have. It should also include information from VERP evaluation forms. The form used in 1984 is shown in Appendix G. The form, with a preaddressed return envelope, should be included with each VERP that is disseminated, including those given to workshop participants.

Through the technical assistance to be provided, project staff will know the names of some of the individuals to be contacted for follow-up information. To obtain the names of others, the letter to workshop participants reminding them of the availability of technical assistance should also ask that they notify project staff if they use a VERP or implement a program based upon one. A form should be included to facilitate this notification. Similarly, the letter to the VERP information sources about technical assistance should ask that they routinely notify project staff of any technical assistance requests that they receive so these individuals can be contacted.

Refine the Model and Its Processes

The final component of the model to facilitate the utilization of exemplary

resource materials is refining the model and its processes. This should be done at the end of each cycle of the model before the next cycle is undertaken. Topics to be considered should include identifying exemplary materials and preparing the directory, preparing VERPS, carrying out dissemination activities, holding regional training workshops, and providing support and follow-up services. As appropriate, these topics should be discussed by project staff and the advisory committee. Appropriate changes can then be made to the model as presented in this report.

References

Auvil, M. S. Vocational education special projects in California: Project summaries. Santa Cruz, Calif.: Author, 1982. (a)

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PART III: 1983-84 ACCOMPLISHMENTS

This part summarizes the accomplishments of the 1983-84 VEA special project titled "Comprehensive Information and Resource Model for Disadvantaged and Handicapped Populations." The project was funded for the development and implementation of the model to facilitate utilization of exemplary vocational education programs and materials for special needs populations. The accomplishments are summarized for the goals and objectives specified for the project.

Goal 1.0: The Implementation of an Effective Project Management Process

Project goal 1.0 had two objectives.

Objective 1.1: Coordinate Activities for Goals 2.0, 3.0, and 4.0

This objective had 11 activities, including preparing a PERT chart of project activities and maintaining close consultation with the project monitor and the advisory committee. All were either completed or ongoing over the period of the project (September 15, 1983, through September 30, 1984).

Objective 1.2: Carry Out Other Administration and Management Activities

Objective 1.2 had seven activities including monitoring the budget and expenditures and preparing progress reports. All were successfully carried out over the period of the project.

Goal 2.0: The Development of a Comprehensive Information and Resource Model

Goal 2.0 provided for the development of a model to facilitate utilization of exemplary resource materials for four special needs populations: disadvantaged, handicapped, limited English proficient, and displaced homemakers and related populations. The goal had two objectives.

Objective 2.1: Identify Exemplary Resource Materials and Prepare a Directory

2.1.1: A six-member advisory committee was established by Chancellor's Office and project staff. The members are listed at the beginning of this report.

2.1.2: Project staff developed potential criteria for identifying exemplary resource material. The criteria were similar to those given in Part II above, except that evidence of effectiveness, usefulness, or impact was not spelled out as much.

2.1.3: The first meeting of the advisory committee was held in October 1983. The agenda included a review of the criteria to be used for identifying exemplary resource materials, and a discussion of sources to be searched.

2.1.4: The criteria for identifying exemplary resource materials were finalized during the advisory committee meeting.

2.1.5: A search for exemplary resource materials was conducted. A pool of potentially exemplary materials was first identified. Project staff obtained and reviewed various documents, and 600 letters were sent to community college staff requesting nominations. Nominations were also requested from the advisory committee, Chancellor's Office staff, and those attending various presentations about the project. A Resource Materials Information Sheet (Appendix A) was filled out for each potentially exemplary material. As necessary, additional information was requested from the developers of the materials.

Project staff then applied the approved criteria for identifying exemplary materials. The programs and materials that met the criteria in the judgment of project staff were then individually reviewed by the advisory committee (see 2.2.3 and 2.2.6, below). The final selection of exemplary materials was made by the committee. The results of the search for exemplary materials are shown in Table 1. A total of 130 programs and materials were identified as

Table 1

Results of Search for Exemplary Resource Materials

	Number by Primary Target Group					
	Disad.	LEP	Hand.	Disp. Hom.	None	Sum
Judged exemplary						
Model programs	3	3	3	9	0	18
Model practices	1	0	2	0	0	3
Resource guides	0	2	8	7	0	17
Curriculum materials	2	4	1	1	0	8
Audiovisual materials	0	1	3	3	0	7
Reference materials	0	1	4	2	0	7
Sum	6	11	21	22	0	60
Judged not exemplary	17	3	11	15	2	48
Additional information needed	7	3	1	11	0	22
Total	30	17	33	48	2	130

potentially exemplary. From these, 60 were judged exemplary, 48 not exemplary. A decision could not be made about 22 others since needed additional information was not received in time. The 60 resource materials selected as exemplary are shown in Appendix H.

2.1.6 One-page descriptions of the exemplary materials were prepared and the Directory of California Community Colleges Exemplary Vocational Education Programs and Materials for Special Population Students was drafted. The draft was reviewed by the advisory committee (see 2.2.6) and by the information source identified for each program or material. Final copy was then prepared, and 1,000 were printed.

Objective 2.2: Develop Resource Materials Packages

2.2.1: Project staff determined the potential contents of the packages for advisory committee consideration.

2.2.2: Project staff also developed potential criteria for identifying a pool of candidate materials to be packaged. These criteria were the same as those shown in Part II.

2.2.3: The second advisory committee meeting was held in November 1983. At the meeting the committee: agreed that potential exemplary materials presented to it appeared to meet the selection criteria, determined the criteria to be used for identifying a pool of candidate materials to be packaged, considered the ideal contents of the packages, and recommended how the directory should be organized.

2.2.4: Using the approved criteria, project staff identified a pool of candidate exemplary materials to be packaged. A Worksheet for Identifying Pool of Candidate Materials for Packaging (Appendix C) was completed for each of the 60 exemplary resource materials. Project staff then determined which materials from the pool, plus alternates, should be recommended to the advisory committee for packaging.

2.2.5: In conjunction with 2.2.4, any additional information needed to facilitate application of the packaging criteria was obtained.

2.2.6: The third meeting of the advisory committee was held in December 1983. The committee: agreed that additional resource materials presented to it appeared to meet the selection criteria for exemplariness, reviewed the draft directory of exemplary resource materials, considered further the ideal contents of the packages, made the final selection of resource materials to be packaged,

and discussed the form and format of the packages. The results from the selection of exemplary resource materials for packaging are shown in Table 2.

Table 2

Results from Selection of Exemplary Resource Materials for Packaging

	Number by Primary Target Group				
	Disad.	LEP	Hand.	Disp. Home.	Sum
Total judged exemplary	6	11	21	22	60
Not placed in packaging pool	2	3	6	8	19
Placed in packaging pool	4	8	15	14	41
Selected for packaging					
Model programs	1	0	1	1	3
Resource guides	0	2	2	2	6
Curriculum materials	2	1	0	0	3
Sum	3	3	3	3	12
Selected as packaging alternates	1	2	1	2	6

Forty-one of the 60 exemplary materials were placed in the packaging pool. Resources were available to select only 12 for packaging.

2.2.7: Draft Vocational Education Resource Packages (VERPs) were then prepared for the 12 selected materials following the tables of contents shown in Appendix D. As necessary, the developers of the materials were contacted or visited.

2.2.8: The fourth meeting of the advisory committee was held in February 1984. At the meeting the committee reviewed the 12 draft VERPs. The committee also discussed dissemination activities, plans for the regional training workshops, and the scope and extent of support and follow-up services activities.

2.2.9: A copy of each VERP was sent for review and comment to the information source listed in the VERP. Final copy was then prepared, and 150 copies of each were printed. A list of the VERPs that were prepared is given in Appendix I.

Goal 3.0: The Implementation of the Information and Resource Model

Goal 3.0 provided for the implementation of the model to facilitate utilization through dissemination activities, inservice training, and follow-up support. This goal had two objectives.

Objective 3.1: Carry Out Regional Training Workshops and Other Dissemination Activities

3.1.1: Project staff developed a potential information dissemination process. A list of planned dissemination activities was reviewed by the advisory committee (see 2.2.8). The approved list is the same as that shown in Part II.

3.1.2: Preparations were made for the regional training workshops. Four workshops were organized to take place between May 25 and June 4 in the cities of Oakland, Los Angeles, San Diego, and Sacramento. About 1,500 copies of the workshop flyer shown in Appendix E were sent out. The developers who agreed to join the project staff as presenters at two workshops each are shown in Appendix J. In addition, Dan Estrada and Dave Passarell, two members of the advisory committee who represent the Chancellor's Office, also agreed to attend two workshops each to give opening remarks. Among the workshop materials developed was the workshop participant evaluation form shown in Appendix F.

3.1.3: In addition to conducting the four regional workshops, a presentation was given at the First Annual California Community Colleges Bilingual Education Conference on May 22 at Sacramento. While all 12 VERPs were presented at the regional workshops, only the VERPs for limited English proficient students were discussed at the conference presentation.

Table 3 shows the number of individuals who attended the workshops. The second workshop, which was held in Los Angeles and hosted by a developer, drew the largest number of participants (44). The session which drew the largest total attendance, 64, was the one dealing with the VERPs for disadvantaged students. The four workshops together had an attendance of 120 people. Including the 31 people at the conference presentation, a total of 151 people participated in sessions given by project staff. Appendix K contains a list of the community colleges and other agencies represented at the workshops or the conference presentatation. Sixty-one community colleges and eight other agencies were represented.

Appendix L presents a summary of the workshop evaluation results. Five items asked for ratings on location and facilities, session presentations,

Table 3

Number of Individuals Who Attended the VERP Workshops

Workshop	Number by Session[a]				Total Number
	Disad-vantaged	Disabil-ities	Limited English Prof.	Disp. Home.	
1. Oakland, May 25, 1984	11	14	14	10	29
2. Los Angeles, May 31, 1984	29	11	20	15	44
3. San Diego, June 1, 1984	9	8	7	9	20
4. Sacramento, June 4, 1984	15	8	16	9	27
Sum	64	41	57	43	120

Note. Does not include 31 individuals who attended a session on LEP VERPs held May 22 in Sacramento at the First Annual California Community Colleges Bilingual Education Conference.

[a]The sum over the four sessions exceeds the total number since most participants attended more than one session.

materials used, provision of adoption information, and session organization. On a scale of one to five, with five being the highest score, the average ratings for these items ranged from 4.1 to 4.6. About 93% of the participants responded "Yes" or "Maybe" when asked if they are considering adopting or using materials introduced in the workshop session. About 96% said they will be interested in future workshops dealing with other exemplary resource materials, and 96% said they will recommend the workshop or similar workshops to their colleagues.

3.1.4: Project staff carried out the dissemination activities listed in Part II. Presentations about the project and its products were made to: the California Community Colleges Chancellor's Office EOPS Spring 1983 Conference (Monterey, May 1983); the Annual Fall Conference of the California Community Colleges Administrators of Occupational Education (Santa Barbara, October 1983); the Third Annual Vocational Education Special Needs Conference (Sacramento, March 1984); Chancellor's Office occupational education staff (Sacramento, June 1984); and a subcommittee of the Governor's Committee for Employment of the Handicapped (San Diego, June 1984).

Objective 3.2: Provide Support and Follow-up Services

3.2.1: Project staff provided information and referral services on the VERPs and the resource materials listed in the directory. Several requests for copies of the directory and the VERPs were filled. Since the workshops had to be held late in the school year, few requests for specific information on a specific program or VERP were received through August 1984.

3.2.2: Follow-up services were undertaken. In order to obtain feedback information from VERP users, the VERP Evaluation Form shown in Appendix G was included in every VERP distributed. Because of the small number of returns through August 1984 (only 11), no definitive conclusions could be drawn. However, the users made several suggestions to improve specific VERPs, and their overall evaluation was very favorable. For instance, almost all respondents said that the VERP format was easy to follow and it contained all the information needed to adopt the program or material. The overall rating of the VERPs was 4.3 on a 5-point scale, where 5 is the most favorable rating possible.

As of August 31, 1984, few requests have been received for technical assistance since the workshops were held late in the school year and many community college staff are not on campus during the summer. Letters were sent to the workshop participants reminding them about the availability of technical assistance and requesting notification if a VERP is adopted or used. Similar letters were sent to the information source given in each VERP. Staff also started the development of three professional services agreements for technical services requested at the conclusion of the workshops.

3.2.3: The fifth meeting of the advisory committee was held in June 1984. Staff reported on dissemination activities carried out until then, and on the workshops. The committee also discussed further the scope and extent of support and follow-up activities to be carried out. In addition, committee members offered suggestions regarding the maintenance guidelines discussed below for Objective 4.1.

Goal 4.0: The Establishment of Maintenance Guidelines Designed to Help Insure Project Continuity

This goal had two objectives.

Objective 4.1: Develop or Refine Maintenance Guidelines for Project Continuity on a Year-to-Year Basis

4.1.1: Guidelines for identifying exemplary resource materials were refined.

4.1.2: Guidelines for updating the directory annually were developed based upon staff experiences during the year.

4.1.3: Guidelines for packaging resource materials and preparing the VERPs were refined.

4.1.4: Guidelines for improving the workshops were developed and guidelines for disseminating the directory and the VERPs were reconsidered.

Objective 4.2: Prepare and Disseminate Final Report for the Year

4.2.1: This report was drafted. The guidelines developed or refined for Objective 4.1 were incorporated into the description of the model in Part II, above.

4.2.2: The sixth meeting of the advisory committee was held in September 1984. The committee considered the draft of this report. They were also asked to evaluate the project and its products. In addition, plans for 1984-85 were discussed.

4.2.3: The last 1983-84 activity provided for the revision and dissemination of this report.

PART IV: APPENDICES

The following appendices are included below:

A. Resource Materials Information Sheet

B. Sample Page from 1984 Directory of Exemplary Resource Materials

C. Worksheet for Identifying Pool of Candidate Materials for Packaging

D. Tables of Contents of the Vocational Education Resource Packages

E. Flyer Used in 1984 to Announce Workshops

F. Workshop Participant Evaluation Form

G. VERP Evaluation Form

H. Resource Materials Selected as Exemplary in 1983-84

I. Vocational Education Resource Packages Prepared During 1983-84

J. List of Materials Developers Who Made Presentations at the 1984 Workshops

K. Community Colleges and Other Agencies Represented at 1984 Workshop Sessions

L. 1984 Workshop Participant Evaluation Results

Appendix A

RESOURCE MATERIALS INFORMATION SHEET

Agency/Developer: _____ No. _____

Project Title: _____ Ending Date: _____

_____

Brief Description: _____

_____

Identified by or in:

- ☐ Community college staff
- ☐ Advisory committee
- ☐ Review of recent projects
- ☐ Other (specify) _____
- ☐ EERI summaries 78 79 page____
- ☐ Auvil summaries 80 81 page____
- ☐ Impact study page____

Identified as possible exemplary:

- ☐ model program or practice
- ☐ resource guide
- ☐ other (specify) _____
- ☐ curriculum materials
- ☐ audiovisual materials

Funding:

- ☐ VEA
- ☐ Other (specify) _____

For Use With: ☐ Disadvantaged ☐ LEP ☐ Handicapped ☐ Displaced Homemakers

Documents/Products:

1. Title: _____ EERI _____
   Author: _____ Date: _____
   Publisher: _____ Pages: _____
   Available from: _____ Cost: _____

2. Title: _____ EERI _____
   Author: _____ Date: _____
   Publisher: _____ Pages: _____
   Available from: _____ Cost: _____

Evidence of Effectiveness, Usefulness, or Impact: _____

_____

Implementation Sites: _____

Information Source: Name: _____ Title: _____

Address: _____ Phone: (____)_____

_____

_____

List other materials containing relevant information on back.

Comments and recommendations:

A PROGRAM TO STRENGTHEN THE READING AND WRITING SKILLS OF VOCATIONAL STUDENTS*

TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Disadvantaged and Limited English Proficient

DEVELOPER

Contra Costa Community College District, Los Medanos College

DESCRIPTION

Language arts faculty, vocational faculty, and tutors worked together to implement this program for improving the reading and writing skills of vocational students. Assessment tests tailored to the vocabulary and subject matter of various career fields were developed to identify student needs. Language arts instructors presented a four-unit staff development course for vocational instructors. The course was designed to help them provide remedial instruction where appropriate and to work effectively with tutors assigned to their students. Trained tutors went into the vocational classrooms to help the needy students.

The project report presents a chronological history of the program's development. Examples of reading and writing tests for appliance service technology, welding, fire technology, refrigeration, law enforcement, small engine repair, and business are included, as are course outlines for the tutor training and staff development courses. The evaluators' report contains an assessment of each project year and sample forms and other documents.

PRODUCTS

1. Los Medanos College. *A Report on a Project to Strengthen the Reading and Writing Skills of Vocational Students at Los Medanos College.* Pittsburg, CA: Author, 1980. (109 pages)
2. Drexel, K., & Porterfield, J. *Report of the Outside Evaluators on the Literacy-Improvement Program in Vocational Classes at Los Medanos College, 1978-1980.* Pittsburg, CA: Los Medanos College, 1980. (94 pages)

The above products are available from: VOICE (P-07-00-457).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

After the implementation of the tutorial program, the percentage of needy students receiving help increased from a small minority to 77% of those eligible. In 1980-82 Los Medanos College received a grant from the Fund for the Improvement of Postsecondary Education to expand the tutor outreach to all campus classes and to provide in-service seminars to train all faculty to teach reading and writing components in the college's general education curriculum.

INFORMATION SOURCE

Sandra Acebo
Dean of Language Arts
Los Medanos College
2700 East Leland Drive
Pittsburg, CA 94565
(415) 439-2181

*Special Projects Nos. 07-61689-3-8-457 and 07-61689-3-0-457.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

Appendix C

WORKSHEET FOR IDENTIFYING POOL OF CANDIDATE MATERIALS FOR PACKAGING

Type of material: Selected for pool: _ Yes _ No

Title:

Pages:

Agency/Developer: No.

Products included in the material:

(Note. Each item below must be considered for the material and any products included in it.)

1. Committee agreed with identification as exemplary: _ Yes _ No
2. Documentation available is adequate to facilitate the replication, use, or implementation of the material elsewhere: _ Yes _ Questionable _ No

   Explanation if Questionable or No:

3. The material is copyrighted: _ Yes _ No
4. The material is available to allow its use by others (we have, or can get, a copy to reproduce): _ Yes, have _ Yes, can get _ No
5. The replication, use, or implementation of the material at another location is relatively easy: _ Yes _ Questionable _ No

   Explanation if Questionable or No:

   Does the developer know of colleges other than the developmental site where the materials have been replicated, used, or implemented? _ Yes _ No

   If Yes, where?

   Is the developer willing to serve as a resource for others who decide to replicate, use, or implement the materials? _ Yes _ Maybe _ No

   Explanation if Maybe or No:

6. The cost of replication, use, or implementation of the material is prohibitive: _ Yes _ Not sure _ No

   Explanation if Yes or Not sure:

   Does the developer of the material know of any reason why the material should not be packaged for dissemination? _ Yes _ No

   Explanation if Yes:

Comments and recommendations:

Appendix D: Tables of Contents of the Vocational Education Resource Packages

For Model Programs

PART I: GENERAL OVERVIEW

- Introduction
- How VERPs Came About
- How VERPs Were Developed
- VERPs Currently Available
- How This Document is Oragnized

PART II: OVERVIEW OF THE MODEL PROGRAM

- Purpose of the Model Program
- Historical Background
- Main Features of the Program
- Evidence of Effectiveness or Impact

PART III: INFORMATION TO FACILITATE ADOPTION OF THE MODEL PROGRAM

- Resources Needed for Successful Adoption
- Suggestions to Facilitate Adoption
- Suggestions for Evaluating Program Effectiveness
- Sources of Materials and Technical Assistance
- Possible Source of Funds for Adoption

PART IV: (Title of developer's report)

For Curriculum Materials

PART I: GENERAL OVERVIEW

- Introduction
- How VERPs Came About
- How VERPs Were Developed
- VERPs Currently Available
- How This Document is Organized

PART II: OVERVIEW OF THE CURRICULUM MATERIALS

- Purpose of the Curriculum Materials
- Historical Background
- Main Features of the Curriculum Materials
- Evidence of Effectiveness, Usefulness, or Impact

PART III: INFORMATION TO FACILITATE ADOPTION OF THE CURRICULUM MATERIALS

- Resources Needed for Successful Adoption
- Suggestions to Facilitate Adoption

Sources of Materials and Technical Assistance

Possible Sources of Funds for Adoption

PART IV: (Title of developer's curriculum materials)

For Resource Guides

PART I: GENERAL OVERVIEW

Introduction

How VERPs Came About

How VERPs Were Developed

VERPs Currently Available

How This Document is Organized.

PART II: OVERVIEW OF THE RESOURCE GUIDE

Purpose of the Resource Guide

Historical Background

Description of the Resource Guide

Evidence of Usefulness or Impact

PART III: INFORMATION TO FACILITATE USE OF THE RESOURCE GUIDE

Resources Needed for Successful Use

Suggested Uses

Sources of Materials and Technical Assistance

Possible Sources of Funds to Facilitate Use

PART IV: (Title of developer's resource guide)

WORKSHOPS ON EXEMPLARY VOCATIONAL EDUCATION PROGRAMS AND MATERIALS FOR SPECIAL NEEDS STUDENTS

Four regional workshops will be conducted that focus on exemplary California community college vocational education programs and materials for students who are disadvantaged, limited English proficient, disabled, or displaced homemakers or related populations. The purposes of the workshops are to identify 60 exemplary programs and materials and provide information and assistance that will facilitate the implementation or use of 12 that have been specially packaged. Those who are interested in staff development, academic advisement, career counseling, vocational skills assessment, basic skills instruction, English as a Second Language, curriculum materials, tutorial outreach, support services, job development, job placement, and job modification for special needs students will find workshop attendance worthwhile.

Free copies of the Directory of California Community Colleges Exemplary Vocational Education Programs and Materials for Special Population Students and Vocational Education Resource Packages (VERPs) will be provided to each individual who preregisters for a workshop. A limited number of people will also be reimbursed for mileage or air fare to and from a workshop.

The directory briefly describes 60 exemplary programs and materials that have been identified to date. All were originally funded in whole or in part by Vocational Education Act monies. Each of the 12 VERPs contains the information and materials necessary to adopt or use a specific model program, curriculum material, or resource guide.

Each workshop will feature a one-day program. The format and schedule will be as follows:

- Concurrent Session A1 (9:00am to 12:00pm)
  VERPs for Disadvantaged Students:
  1. A Program to Strengthen Reading and Writing Skills.
  2. Reading and Study Skills Modules.
  3. A Practical Writing Curriculum.
- Concurrent Session A2 (9:00am to 12:00pm)
  VERPs for Students with Disabilities:
  1. A Work Experience/Cooperative Education Program for Disabled Students.
  2. A Career Planning Guide for Students with Disabilities.
  3. A Guide for Vocational Skills Assessment for Disabled Students.
- Lunch (12:00pm to 1:00pm)
- Concurrent Session B1 (1:00pm to 4:00pm)
  VERPs for Limited-English-Proficient Students:
  1. A Guide for Counseling Spanish-Speaking and Chicano Students.
  2. A Guide for Career Counseling Vietnamese.
  3. A VESL-Electronics Curriculum.
- Concurrent Session B2 (1:00pm to 4:00pm)
  VERPs for Displaced Homemakers and Related Populations:
  1. A Support Services for Women Program.
  2. An Educator's Guide for Improving Programs for Nontraditional Students.
  3. A Manual for Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations.

The workshop sessions will include:

- Overviews of the organization and content of the VERPs.
- Information, suggestions, and technical assistance to facilitate adoption or use of the VERPs.
- Presentations by some of the community college educators who developed the exemplary programs, materials, and guides.
- Videotapes of selected programs and materials in action.
- Information on sources of technical assistance and funds for adoption or use of the VERPs.

To reserve copies of the directory and VERPs and to apply for travel reimbursement, please preregister. To preregister, complete and send the following form to the address indicated by May 16, 1984. Upon receipt of the form, a workshop program and other information will be sent to you.

PREREGISTRATION FORM

I will attend the workshop checked below.

Workshop 1 ☐
May 25, 1984
Hyatt Oakland
455 Hegenberger Rd.
Oakland, CA 94621

Workshop 2 ☐
May 31, 1984
Los Angeles Trade-Technical College
400 West Washington Blvd.
Los Angeles, CA 90015

Workshop 3 ☐
June 1, 1984
San Diego Educational Cultural Complex
4343 Ocean View Blvd.
San Diego, CA 92113

Workshop 4 ☐
June 4, 1984
El Rancho Hotel
1029 West Capitol Avenue
West Sacramento, CA 95691

I will attend the sessions checked below:

MORNING CONCURRENT SESSIONS		AFTERNOON CONCURRENT SESSIONS	
A1	Disadvantaged Students ☐	B1	Limited-English-Proficient Students ☐
	OR		OR
A2	Students with Disabilities ☐	B2	Displaced Homemakers and Related Populations ☐

Name _____

Title or position _____ Telephone _____

Institution _____

Address _____
number street

_____
city state zip code

I am requesting mileage or air fare reimbursement to attend the workshop closest to my institution. At 20¢ per mile or the most economical air fare, the estimated amount needed is _____.
I understand that travel reimbursements are limited in number and will be allocated on a first come, first served basis according to the postmark date of my mailed preregistration form. If my request is approved, I agree to comply with all the required reimbursement procedures.

_____
(Signature of person requesting travel)

Please mail this form by May 16, 1984 to:

Workshop Coordinator
ARC Associates, Inc.
310 Eighth Street, Suite 220
Oakland, CA 94607

For further information, call the workshop coordinator at (415) 834-9455.

No person shall, on the grounds of sex, race, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project.

BEST COPY AVAILABLE

Appendix E: Flyer Used in 1984 to Announce Workshops

Appendix F: WORKSHOP PARTICIPANT EVALUATION FORM

Regional Workshops on Exemplary Vocational Education
Programs and Materials for Special Needs Students

1. Which workshop did you attend? (Check one.)

____ May 22, West Sacramento ____ May 25, Oakland ____ May 31, Los Angeles

____ June 1, San Diego ____ June 4, West Sacramento

2. Which workshop session are you evaluating? (Check one.)

____ Disadvantaged Students ____ Limited-English-Proficient Students

____ Students with Disabilities ____ Displaced Homemakers and Related Populations

3. Please rate the workshop session by circling a number for each of items (a) through (e).

(a) Workshop session location and facilities were convenient, comfortable	5 4 3 2 1	Inconvenient, uncomfortable.
(b) Workshop session presentations were effective, high quality.	5 4 3 2 1	Ineffective, low quality.
(c) Materials used in the session were excellent, effective.	5 4 3 2 1	Of poor quality, inadequate, ineffective.
(d) The session provided necessary information on the adoption or use of programs or materials.	5 4 3 2 1	It was a disappointment and a waste of time.
(e) The session was well-organized, smoothly carried out.	5 4 3 2 1	It was confusing, did not go very well.

4. Are you considering adopting or using any program or materials introduced in the workshop session?

____ Yes ____ Maybe ____ No

If "Yes," which specific one(s) are you considering?

5. Will you be interested in future workshops dealing with other exemplary programs and materials?

____ Yes ____ No

6. Will you recommend this workshop or similar workshops to your colleagues?

____ Yes ____ No

7. Are there any comments you would like to make about the workshop session or the presentors? (Please use back of this page.)

Thank you very much for your help.

Appendix G: VERP Evaluation Form

EDUCATIONAL EVALUATION AND RESEARCH, INC.
530 Oak Grove Avenue, Room 106
Menlo Park, California 94025
(415) 325-3254

Dear Colleague:

Vocational Education Resource Packages (VERPs) have been developed to facilitate the adoption of existing exemplary vocational education programs and materials in California Community Colleges. To improve the VERPs, we need your evaluation of those that you have had a chance to review or use. Please complete this form and return it to us in the envelope provided.

1. For which VERP are you completing this form?

   Title of the VERP:

2. Are the organization and format of the VERP easy to follow?

   ____ Yes ____ No

   If "No," what changes do you suggest?

3. Do you think the VERP contains all the information and materials needed to adopt the program or use the materials?

   ____ Yes ____ No

   If "No," what is missing?

4. What should be eliminated from this VERP?

5. What is your overall impression of this VERP?

   ____Excellent ____Good ____Fair ____Poor ____Very poor

6. Have you utilized this VERP?

   ____ Yes ____ No

   If "Yes," in what ways?

(Please see other side.)

7. Will you utilize this VERP in the near future?

____ Yes ____ No

If "Yes," in what ways?

8. Please make any other comments that you wish.

Thank you for your help. Please return this form in the envelope provided.

VERPs have been produced as part of Vocational Education Act special project number 3-3-752-13, administered by the Chancellor's Office, California Community Colleges. The project is being conducted by Educational Evaluation and Research, Inc., and ARC Associates, Inc.

Appendix H: Resource Materials Selected as Exemplary in 1983-84

Disadvantaged

Contra Costa Community College District, Los Medanos College
- Model program: A Program to Strengthen the Reading and Writing Skills of Vocational Students
- Also targeted for Limited English Proficient.
- Trains vocational students as tutors; language arts instructor works with tutors and vocational instructor to help disadvantaged students improve language skills; presents staff seminars in teaching reading and writing as part of vocational curriculum.

Los Angeles Community College District, Los Angeles Trade-Technical College
- Curriculum materials: Basic Skills Modules in Reading, Writing, and Study Skills
- Self-study materials for vocational education students for use in a tutoring program.

Saddleback Community College District, Saddleback College (South Campus)
- Curriculum materials: Writing in the Real World
- Curriculum for a practical/vocational basic writing course.

San Jose Community College District, San Jose City College
- Model program: A Model System for Identifying and Providing Services to Disadvantaged Students
- Tested the SAM CHALUI model in the 1976-77 school year with 500 students through instructor and student self-referrals.

San Jose Community College District, San Jose City College
- Model program: Early Recognition of Disadvantaged Students (ERDS)
- A method for early recognition of disadvantaged students and for training counselors and instructors in its use.

San Mateo Community College District
- Model practice: Management and Record Keeping System for Special Services
- Also targeted for Limited English Proficient and handicapped.
- Summarizes audit requirements for EOPS, HSPS, and VEA and presents a computerized system for identifying eligible clients and keeping track of services provided, including tutor payroll data.

Limited English Proficient

Los Angeles Community College District, Office of Educational Resources
- Audiovisual materals: Different Similarities
- Also targeted for disadvantaged.
- A 30-minute film that shows problems encountered by limited English speakers and disadvantaged learners in a community college.

North Orange County Community College District
- Model program: WORLD Program
- Developed and implemented a VESL program which consists of pre-VESL prior to occupational training enrollment, concurrent VESL for Machine Shop and for Business Skills, and Industry VESL.

San Diego Community College District, San Diego Mesa College
Model program: Bilingual Dental Assistant Training Program
Provided bilingual instruction for Hispanic and Vietnamese in basic skills and in a 60-unit dental assisting curriculum.

San Jose Community College District, Evergreen Valley College
Reference materials: New Perspectives, VESL: An Annotated Bibliography
An annotated listing of VESL materials cross-referenced by vocation, author, language, and language level.

San Jose Community College District, San Jose City College
Resource guide: Career Counseling Materials and Techniques for Use with Vietnamese
This counselor guide contains chapters on the Vietnamese culture, counseling techniques, career assessment, job search, and resources.

San Jose Community College District, San Jose City College
Curriculum materials: Career Development for Indochinese: A Curriculum Guide
Career counseling materials for a three-unit, 54-hour course designed to be used with LES and NES Indochinese students.

San Jose Community College District, San Jose City College
Resource guide: Resource Guide for Career Counseling Spanish-Speaking and Chicano Students
This counselor guide contains general information on Chicano students and sections on assessment, language considerations, retaining students, job search skills, and other topics.

San Jose Community College District, San Jose City College
Curriculum materials: Career Planning for Chicano/Latino Students
This curriculum package contains a curriculum guide for instructors and student materials covering four major topics: self and cultural awareness, career awareness, decision making, and job search skills.

San Jose Community College District, San Jose City College
Curriculum materials: VESL-Electronics
Vocational ESL materials focused on electronics classes to improve students' knowledge of the English essential to their study of electronics.

San Jose Community College District, San Jose City College
Curriculum materials: VESL-Machine Technology
A series of three-unit (tools, math terms, and job interview) VESL materials designed for use in a machine shop technology-related class.

San Luis Obispo County Community College District, Cuesta College
Model program: English on the Air
An ESL instructional program which utilizes the media of radio, consisting of 30 half-hour lessons (cassettes) and a 50 page workbook.

Handicapped

Chaffey Community College District, Chaffey College
Resource guide: Vocational Guidance for Handicapped Students: A Training Program
A training manual for counseling personnel to increase their effectiveness in providing vocational guidance for handicapped students.

Chaffey Community College District, Chaffey College
Resource guide: Career Guidance for Students with Disabilities
A manual for use by counseling personnel that contains information on modification of career information for use with disabled students, career counseling techniques, public and private agencies, and national organizations.

Chaffey Community College District, Chaffey College
Resource guide: Career Planner: A Guide for Students with Disabilities
Contains information, exercises, and examples to enable the disabled student to make sound career decisions.

Chaffey Community College District, Chaffey College
Reference materials: Career Guidance Materials for Use with Students with Disabilities: A Resource Catalog
A resource catalog describing career and vocational counseling materials.

Chaffey Community College District, Chaffey College
Reference materials: Career Information Adapted for Use by Students with Disabilities
Published information about worker traits for 66 groups of occupations was converted to braille, large print, and audio cassette; three associated filmstrips were videotaped with sign language inserts.

Chaffey Community College District, Chaffey College
Resource guide: Vocational Skills Assessment for the Disabled Student
A training manual for handicapped program directors and guidance personnel to assist them in providing model vocational skills assessment programs for their students.

Foothill-DeAnza Community College District, Foothill College
Model practice: COPES Subsystem for Handicapped
A guide for implementing the COPES system for the handicapped, including sample instruments.

Los Angeles Community College District, East Los Angeles College
Resource guide: Serving the Disabled: A Faculty Guide
A guide for faculty members who serve disabled students to make them more aware of disabilities and to better understand handicapping conditions.

Los Angeles Community College District, Los Angeles City College
Model practice: Project Homebound
Through the use of speaker telephones, severely physically disabled individuals participate in regular classes.

Los Angeles Community College District, Office of Educational Resources
Audiovisual materials: We Can Do It
A 30-minute film that depicts the difficulties encountered by handicapped students going through college.

Los Angeles Community College District, Los Angeles Pierce College
Audiovisual materials: Technical Sign Language Videotapes
A series of 38 videocassettes to help teach sign language for 14 occupational areas.

Los Angeles Community College District, Los Angeles Pierce College
Reference materials: Technical Sign Language Dictionaries
Dictionaries containing signed terms with definitions for 13 occupational areas.

Peralta Community College District, Vista College
Model program: A Model for Improving Career Planning and Work Experience/ Cooperative Education Opportunities for Disabled Students
Provides assessment, vocational training, job placement for disabled. Employers agree to hire before students are trained. Union involvement.

Saddleback Community College District
Reference materials: A Study of Word Processing Competencies with Implications for Training Handicapped and Disadvantaged Students
Documented findings from interviews with 72 local firms to determine competencies required and opportunities for handicapped.

San Francisco Community College District, City College of San Francisco
Curriculum materials: Diagnostic Learning Center Tutor Handbook
A handbook for tutors that contains: philosophy and goals of a diagnostic learning center; introduction to classes; and objectives and activities for reading comprehension, spelling, grammar-composition, and math.

Santa Monica Community College District, Santa Monica College
Model program: A Model Career Awareness and Career Planning Program for Students with Disabilities
A career program including career exploration, decision-making, and work experience for disabled.

Santa Monica Community College District, Santa Monica College
Resource guide: A Community Action Model: In-Service Training to Improve Vocational Education and Employment for Persons Who Are Disabled
Describes a problem-solving approach to meet local in-service needs. Was designed for individuals interested in conducting in-service training activities about students with disabilities.

South County Community College District, Chabot College
Model program: A Nontraditional Machine Tool Technology Program Accessible to the Physically Handicapped
Develops curriculum in numerical control programming and machine tool operation. Mainstreaming approach stresses adapting the disabled person to the environment.

University of California, Los Angeles
Resource guide: Five H: Formula for Improving Vocational Education for the Handicapped, Phase I
Contains awareness and understanding material on legal requirements, assessment, and IEPs.

University of California, Los Angeles
Resource guide: Five H: Formula for Improving Vocational Education for the Handicapped, Phase II
Contains materials on: legal requirements; stereotypes and bias; IEPs; modifications of instruction, curriculum and physical facilities; and funding.

West Valley Community College District, West Valley College
Audiovisual materials: Videotape Modules Describing Specific Disabling Conditions and Their Impact on Community College Students (Moving Through Disability)
Nine videotape modules giving information on medical, psychological, cognitive, and functional adaptation aspects of specific disabilities.

Displaced Homemakers and Related Populations

Cabrillo Community College District, Cabrillo College
Model program: Support Services for Women
Focuses on getting women into nontraditional careers. Counseling, role models as teaching assistants in vocational classes, job placement assistance, and cooperation with employers and community agencies are program features.

Carvell Education Management Planning, Inc.
Resource guide: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities
A publication designed for use by students and adults who are considering a nontraditional career.

Carvell Education Management Planning, Inc.
Resource guide: Options and Opportunities: A Community College Educator's Guidebook for Nontraditional Vocational Program Improvement
A guidebook that contains background information on nontraditional programs, highlights of a student needs assessment, and strategies for institutional change and recruiting, retaining, and placing nontraditional students.

Chaffey Community College District, Chaffey College
Model program: Fire Technology Program Gender Equity Project
A course developed to expose females and minorities to a career in the fire service.

Coast Community College District, Coastline College
Model program: Support Services to Coastline Project STEPS
Comprehensive services--recruitment to placement--to get women into higher paying, nontraditional jobs.

Far West Laboratory for Educational Research and Development
Resource guide: Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations: A Manual of Strategies
This manual focuses on problems the displaced homemaker encounters on the job and offers strategies which vocational educators, counselors, and other service providers can suggest to nontraditional students for overcoming problems.

Foothill-DeAnza Community College District
Reference materials: Community College Plan to Achieve Gender Equity (CC-PAGE)
Annual reports of a statewide project that provided support, technical assistance, and monitoring of gender equity activities on each campus.

Los Angeles Community College District, Office of Educational Resources
Audiovisual materials: Sexty Minutes
A 30-minute film that shows the problems of sex stereotyping and sex bias in career decisions faced by many students.

Los Angeles Community College District, Los Angeles Pierce College
Model program: SEEK: A Model Project to Reduce Sex Barriers in Vocational Education
Targets imbalanced vocational programs and provides special assistance to encourage enrollment and retention of the underrepresented sex.

Los Rios Community College District, American River College
Audiovisual materials: Slide/Tapes Describing the World of Apprenticeship and Four Apprenticeship Trades
Five slide/tape presentations on apprenticeship occupations with accompanying brochures.

Marin Community College District, College of Marin
Model program: A Model Re-entry Program for Disadvantaged Women
Presents two six-week instructional programs and provides career information, counseling, and tutoring for disadvantaged women. Also provides counseling and support services for additional women.

Marin Community College District, College of Marin
Resource guide: Work Options: A Guide for California Community Colleges
Describes barriers that nontraditional program students confront and presents strategies and approaches to the recruitment, retention, and job placement of nontraditional program students.

Merced Community College District, Merced College
Model program: Continuing Education for Women (CEW)
Combines a 12-unit block of reentry classes, special workshops, community services events, and comprehensive support services.

North Orange County Community College District, Cypress College
Curriculum materials: Personal and Career Exploration Materials
Course syllabus and instructional materials for a personal and career exploration class for displaced homemakers.

Peralta Community College, Merritt College
Reference materials: Handbook for Women Considering Nontraditional Careers (Merritt Women of the 80's)
A handbook containing "case histories" of women in nontraditional occupations and information about barriers, entering apprenticeship, employment statistics for women, laws regarding employment, etc.

Rancho Santiago Community College District, Santa Ana College
Model program: New Horizons
Also targeted for disadvantaged.
A program that provides services for all "nontraditional" students: reentry, displaced homemakers, disadvantaged, seniors, etc.

Saddleback Community College District, Saddleback College
Model program: Project VIEW (Vocational Information and Exploration for Women)
Provides comprehensive services--recruitment, special courses, career and educational counseling, referral to existing services, etc.

San Jose Community College District, San Jose City College
Model program: Women Recruited from Nontraditional Occupations and Trained to Become Occupational Instructors
Recruits tradeswomen and helps them complete teacher training classes and find jobs teaching in community college or other vocational programs.

San Mateo Community College District, Canada College
Resource guide: Expanding New Horizons Training Manual
This manual contains chapters on recruitment, selecting a community facility, developing a course, child care, and evaluation.

Sonoma County Joint Junior College District, Santa Rosa Junior College
Resource guide: New Horizons: An Occupational Guide
A student guide to 12 nontraditional occupations for men (e.g., secretary, nurse, dental assistant).

Sonoma County Joint Junior College District, Santa Rosa Junior College
Resource guide: Directory of Reentry Programs 1981-82
This directory contains short summaries of the reentry services offered by community colleges and universities in California.

Thacher, White, and Despota Media Productions
Audiovisual materials: Slide/Tapes Describing Sheet Metal Work, Plumbing and Pipefitting, Electrical Work, and Marketing and Distribution Careers
Four slide/tapes and accompanying brochures on four apprenticeship/blue collar occupations.

Appendix I: Vocational Education Resource Packages Prepared During 1983-84

The Vocational Education Resource Packages (VERPs) prepared during 1983-84 are as follows:

1. For Disadvantaged:
   a. VERP for a Program to Strengthen Reading and Writing Skills. (Designed to facilitate the adoption of A Project to Strengthen the Reading and Writing Skills of Vocational Students developed at Los Medanos College, Contra Costa Community College District.)
   b. VERP for Reading and Study Skills Modules. (Designed to facilitate the adoption of Reading and Study Skills Modules developed at Los Angeles Trade-Technical College, Los Angeles Community College District.)
   c. VERP for a Practical Writing Curriculum. (Designed to facilitate the adoption of Writing in the Real World developed at Saddleback College South Campus, Saddleback Community College District.)
2. For Limited English Proficient:
   a. VERP for a Guide for Career Counseling Spanish-Speaking and Chicano Students. (Designed to facilitate the use of the Resource Guide for Career Counseling Spanish-Speaking and Chicano Students developed at San Jose City College, San Jose Community College District.)
   b. VERP for a Guide for Career Counseling Vietnamese. (Designed to facilitate the use of Career Counseling Materials and Techniques for Use with Vietnamese developed at San Jose City College, San Jose Community College District.)
   c. VERP for a VESL-Electronics Curriculum. (Designed to facilitate the adoption of Vocational English as a Second Language-Electronics developed at San Jose City College, San Jose Community College District.)
3. For Handicapped:
   a. VERP for a Work Experience/Cooperative Education Program for Disabled Students. (Designed to facilitate the adoption of the Model Work Experience/Cooperative Education Program for Disabled Students developed at Vista College, Peralta Community College District.)

b. VERP for a Career Planning Guide for Students with Disabilities. (Designed to facilitate the use of Career Planner: A Guide for Students with Disabilities developed at Chaffey College, Chaffey Community College District.)

c. VERP for a Guide for Vocational Skills Assessment for Disabled Students. (Designed to facilitate the use of Vocational Skills Assessment for Disabled Students developed at Chaffey College, Chaffey Community College District.)

4. For Displaced Homemakers and Related Populations:

a. VERP for a Support Services for Women Program. (Designed to facilitate the adoption of the Support Services for Women program developed at Cabrillo College, Cabrillo Community College District.)

b. VERP for an Educator's Guide for Improving Programs for Non-traditional Students. (Designed to facilitate the use of Options and Opportunities: A Community College Educator's Guidebook for Nontraditional Vocational Program Improvement developed at Carvell Education Management Planning, Inc.)

c. VERP for a Manual for Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations. (Designed to facilitate the use of Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations: A Manual of Strategies developed at Far West Laboratory for Educational Research and Development.)

Appendix J: List of Materials Developers Who Made Presentations at the 1984 Workshops

Sandra Acebo, Dean of Language Arts and Humanistic Studies, Los Medanos College

Maria Garcia, Counselor, San Jose City College

Loma Hopkins, Counselor, Special Services, Saddleback College South

Leonard Price, Vocational Instructor, Los Medanos College

Dorothy Smith, Language Arts Instructor, VEA Tutorial Program, Los Angeles Trade-Technical College

Lynne Taquino, Women's Counselor, Vocational Programs, Cabrillo College

Appendix K: Community Colleges and Other Agencies Represented at 1984 Workshop Sessions

Community Colleges

1. Alameda, College of
2. Allan Hancock College
3. American River College
4. Antelope Valley College
5. Barstow College
6. Butte College
7. Cabrillo College
8. Cerritos Community College
9. Chaffey College
10. Columbia College
11. Compton College
12. Contra Costa College
13. Crafton Hill College
14. Cypress College
15. Desert, College of the
16. Diablo Valley College
17. El Camino College
18. Evergreen Valley College
19. Feather River College
20. Foothill College
21. Fresno City College
22. Glendale College
23. Golden West College
24. Laney College
25. Long Beach City College
26. Los Angeles City College
27. Los Angeles Pierce College
28. Los Angeles Southwest College
29. Los Angeles Trade-Technical College
30. Los Angeles Trade-Technical College, East Los Angeles
31. Los Angeles Valley College
32. Merritt College
33. Miracosta College
34. Mission College
35. Modesto Junior College
36. Mount San Antonio College
37. Mount San Jacinto College
38. Napa Valley College
39. Ohlone College
40. Oxnard College
41. Palomar Community College
42. Porterville College
43. Rio Hondo College
44. Sacramento City College
45. Saddleback College North
46. Saddleback College South
47. San Diego Educational Cultural Complex
48. San Diego Miramar College

49. San Francisco, City College of
50. San Joaquin Delta College
51. San Jose City College
52. San Mateo, College of
53. Santa Ana College
54. Santa Barbara City College
55. Santa Monica College
56. Santa Rosa Junior College
57. Southwestern College
58. Taft Community College
59. Vista College
60. West Valley Community College
61. Yuba Community College

Other Agencies

1. California Hispanic Commission on Alcohol & Drug Abuse
2. California Student Aid Commission
3. C. K. McClatchy High School (Sacramento)
4. Jefferson High School (Daly City)
5. Sacramento Job Corps
6. Salinas High School
7. Sonoma County Consortium
8. U.O.P. High School Equivalency Program

Appendix L: 1984 Workshop Participant Evaluation Results

1. Items rated on a five point scale (with 5 the highest).

	Mean Rating				
	Disadvantaged (N = 53)	Disabilities (N = 24)	Limited English Prof. (N = 55)	Disp. Home. (N = 40)	All Respondents (N = 172)
Workshop session location and facilities were convenient, comfortable (inconvenient, uncomfortable)	4.1	4.4	4.2	4.1	4.2
Workshop session presentations were effective, high quality (ineffective, low quality)	4.4	4.1	4.2	4.3	4.3
Materials used in the session were excellent, effective (of poor quality, inadequate, ineffective)	4.5	4.6	4.5	4.4	4.5
The session provided necessary information on the adoption or use of programs or materials (it was a disappointment and a waste of time)	4.4	4.3	4.4	4.3	4.4
The session was well organized, smoothly carried out (it was confusing, did not go well)	4.5	4.1	4.2	4.2	4.3

2. Other items

	Percent (N = 164)			
	Yes	Maybe	No	No Response
Are you considering adopting or using any program or materials introduced in the workshop session?	50.0	43.3	4.3	2.4
Will you be interested in future workshops dealing with other exemplary programs and materials?	95.8	1.8	1.8	.6
Will you recommend this workshop or similar workshops to your colleagues?	96.4	1.2	1.2	1.2